



## EBENEZER MIDDLE

3440 Ebenezer Road  
Sumter, SC 29153

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	378 Students	
<b>Principal</b>	Marlene De Wit	803-469-8571
<b>Superintendent</b>	Randolph D. Bynum, Sr.	803-469-6900
<b>Board Chair</b>	Mr. Larry Addison	803-499-1181

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Good</b>
2010	Average	Average
2009	Average	Average
2008	Below Average	Average
2007	Below Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

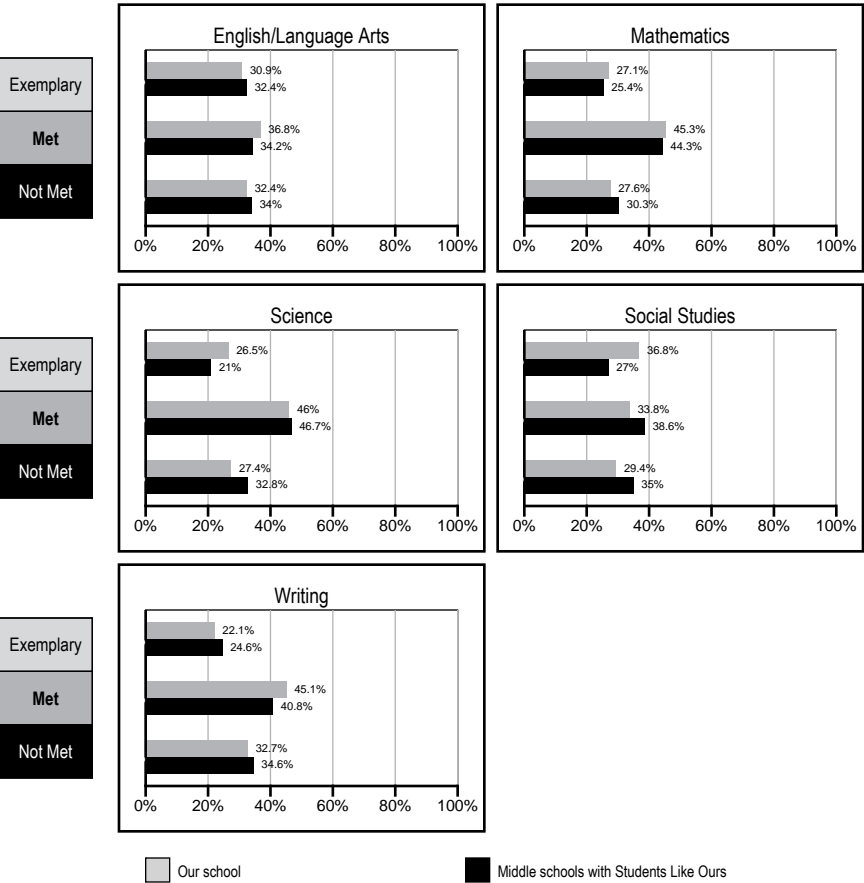
97.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
3	8	43	5	0

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	97.6%	96.3%
English 1	96.4%	93.5%
Biology 1/Applied Biology 2	N/A	90.2%
Physical Science	N/A	82.6%
US History and the Constitution	N/A	N/A
All Subjects	97.1%	95.9%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=378)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	47.0%	Up from 14.6%	24.5%	24.5%
Retention rate	1.3%	Down from 1.5%	0.9%	0.7%
Attendance rate	96.3%	Up from 95.4%	95.7%	95.9%
Served by gifted and talented program	25.1%	Up from 20.7%	18.2%	17.8%
With disabilities other than speech	12.1%	Down from 14.9%	9.4%	9.2%
Older than usual for grade	4.0%	Down from 4.6%	1.7%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Down from 0.5%	0.5%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=24)</b>				
Teachers with advanced degrees	70.8%	Up from 60.0%	58.6%	60.0%
Continuing contract teachers	79.2%	Up from 60.0%	87.5%	82.6%
Teachers returning from previous year	76.9%	Up from 73.4%	84.6%	85.6%
Teacher attendance rate	96.7%	Up from 95.7%	95.3%	95.3%
Average teacher salary*	\$45,222	Up 3.6%	\$45,749	\$46,300
Professional development days/teacher	13.6 days	Down from 18.6 days	9.9 days	9.9 days
<b>School</b>				
Principal's years at school	9.0	No Change	4.0	4.0
Student-teacher ratio in core subjects	23.8 to 1	Up from 23.0 to 1	21.1 to 1	21.5 to 1
Prime instructional time	92.4%	Up from 90.4%	89.9%	90.1%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	72.6%	Down from 93.5%	96.7%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$6,827	Up 2.7%	\$7,484	\$7,634
Percent of expenditures for instruction**	55.8%	Down from 59.0%	62.7%	64.0%
Percent of expenditures for teacher salaries**	50.9%	Down from 55.0%	60.8%	61.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

## Report of Principal and School Improvement Council

The mission of Ebenezer Middle School is to provide a quality education for all students in a safe and orderly environment, and our dedicated teachers and staff work diligently to ensure that our mission is accomplished. EMS was accredited by the Southern Association of Colleges and Schools (SACS) and two of our teachers have been named the Sumter School District Two Teacher of the Year for both the 2009-2010 and 2010-2011 school years.

We are proud of our students and their accomplishments. Twenty students were named USC-Sumter Junior Scholars, four students were named South Carolina Junior Scholars, and 22 students were inducted into the National Junior Honor Society. We had six students that were invited to take the SAT due to their academic accomplishments. The Sumter Chamber of Commerce honored 11 students for outstanding citizenship. We are proud to have a middle school representative on the State Future Business Leader's of America Executive Board. This is the second year in a row that an Ebenezer student has been elected to this place of honor. Several of our Future Business Leader's of America (FBLA) students received awards at the State Conference held in Charleston, S.C. We were honored as the largest middle school FBLA in the state. Additional student successes have been recognized and celebrated with a variety of activities throughout the year.

As we continue to meet the challenges of improving student achievement, teachers and administrators recognize the need to stress active learning, academic rigor, and high expectations. In addition to PASS data, analysis of MAP, and End of Unit Tests throughout the year helps strengthen and improve instruction. The use of technology is important to insure classroom resources are up-to-date and relevant. We are fortunate that approximately 50% of our classrooms have Promethean Boards.

Beyond the classroom, students have had an impact on the community. The Book Chatters Club participated in the National Read Across America Day. They also attended the 2011 State Read-In where they marched to the steps of the state capitol building to celebrate reading. Service to the community is important for student growth so we raised funds for Relay for Life, March of Dimes, and the American Heart Association. Some of our seventh graders had a successful clothing drive. During the holidays, we participated in "Shower Shaw with Cookies" to show support for the men and women stationed at Shaw Air Force Base.

Our primary goals for the 2011-2012 school year will be a continued focus on reading in the content areas and increased use of differentiated instruction. These skills will help our students throughout their lifetime and our school motto "Learning to Be Tomorrow's Leaders" will have real meaning for each of us.

Marlene De Wit, Principal  
Kay Blackwell, School Improvement Council Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	19	82	80
Percent satisfied with learning environment	94.1%	81.7%	84.8%
Percent satisfied with social and physical environment	94.4%	82.9%	87.2%
Percent satisfied with school-home relations	70.6%	90.2%	85.9%

\* Only students at the highest middle school grade level and their parents were included.

## Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 17 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	4.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.2%	0.0%	No
Student attendance rate	96.3%	94.0%**	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	370	99.7	31.4	36.3	32.3	77.1	79.4	82.4	No	Yes
<b>Gender</b>										
Male	202	99.5	35.6	34.6	29.8	71.2	75.3	78.7	N/A	N/A
Female	168	100	26.4	38.4	35.2	84.3	83.6	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	93	100	21.4	36.9	41.7	84.5	85.3	88.9	Yes	Yes
African American	248	99.6	36.8	36.8	26.4	73.2	74.8	72.9	No	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	97.4	93	I/S	I/S
Hispanic	19	100	21.1	26.3	52.6	84.2	82.7	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	86.1	83	I/S	I/S
<b>Disability Status</b>										
Disabled	50	100	62.5	18.8	18.8	39.6	42.5	48.1	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	80.4	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	267	99.6	38.4	36.1	25.5	72.5	76.7	75.4	No	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	370	99.7	26.9	45.1	28	82.3	80.8	81.9	Yes	Yes
<b>Gender</b>										
Male	202	99.5	32.5	37.7	29.8	78.5	78	79.9	N/A	N/A
Female	168	100	20.1	54.1	25.8	86.8	83.6	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	93	100	13.1	38.1	48.8	91.7	86.3	88.9	Yes	Yes
African American	248	99.6	32.6	46.4	20.9	77.8	76.5	71.4	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	97.4	94.6	I/S	I/S
Hispanic	19	100	21.1	47.4	31.6	89.5	81.9	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	91.7	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	50	100	64.6	20.8	14.6	39.6	43.7	47.3	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	78.3	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	267	99.6	34.1	44.7	21.2	77.6	78.2	74.9	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	245	99.2	26.7	45.3	28	73.3	65.3	68.6
<b>Gender</b>								
Male	146	98.6	28.3	41.3	30.4	71.7	67.3	68.3
Female	99	100	24.5	51.1	24.5	75.5	63.1	68.9
<b>Racial/Ethnic Group</b>								
White	62	100	12.3	38.6	49.1	87.7	74.9	80.7
African American	170	98.8	31.9	47.9	20.2	68.1	58.4	51.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	81.8	85.3
Hispanic	9	I/S	I/S	I/S	I/S	I/S	68.4	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	78.6	70.8
<b>Disability Status</b>								
Disabled	34	100	67.6	17.6	14.7	32.4	31.9	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	50	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	176	98.9	32.3	47.9	19.8	67.7	60.4	57.3

**Social Studies**

All Students	250	99.2	28.8	33.9	37.3	71.2	68.4	72.5
<b>Gender</b>								
Male	128	99.2	30.6	30.6	38.8	69.4	68.3	72
Female	122	99.2	27	37.4	35.7	73	68.6	73.1
<b>Racial/Ethnic Group</b>								
White	67	100	21.3	31.1	47.5	78.7	74.4	81
African American	161	98.8	33.1	37.7	29.2	66.9	64	60
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	86.2	89
Hispanic	15	100	20	20	60	80	64.4	69.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	81	73.5
<b>Disability Status</b>								
Disabled	33	100	71	16.1	12.9	29	36.8	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	46.7	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	181	98.9	36	35.5	28.5	64	64.4	62.9

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	117	99.2	32.1	45.5	22.3	67.9	67.2	73.2	96.3	96.1
<b>Gender</b>										
Male	57	98.3	42.6	42.6	14.8	57.4	63	67.2	96.1	96
Female	60	100	22.4	48.3	29.3	77.6	71.7	79.4	96.6	96.3
<b>Racial/Ethnic Group</b>										
White	23	100	19	57.1	23.8	81	71.8	81.5	96	95.5
African American	80	98.8	37.7	44.2	18.2	62.3	62.7	61.3	96.4	96.6
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	100	87	97	96.8
Hispanic	8	I/S	I/S	I/S	I/S	I/S	83.3	66.7	97.1	96.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	60	72.2	99.9	94.5
<b>Disability Status</b>										
Disabled	14	100	N/AV	N/AV	N/AV	N/AV	17.1	26	95.2	95.5
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	76.9	65.7	97.6	97.1
<b>Socio-Economic Status</b>										
Subsidized meals	78	98.7	44	44	12	56	62.9	63.2	96.1	95.9

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	146	100	30.3	43.2	26.5	69.7
	7	126	100	24.4	38.7	37	75.6
	8	119	100	41.2	36.8	21.9	58.8
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	125	100	33.9	33	33	66.1
	7	127	99.2	31.1	32.8	36.1	68.9
	8	118	100	29.2	43.4	27.4	70.8

Mathematics

2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	146	100	29.5	43.2	27.3	70.5
	7	126	100	33.6	37.8	28.6	66.4
	8	119	100	53.5	35.1	11.4	46.5
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	125	100	23.5	44.3	32.2	76.5
	7	127	99.2	30.3	40.2	29.5	69.7
	8	118	100	26.5	51.3	22.1	73.5

Science

2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	74	98.7	39.1	43.8	17.2	60.9
	7	126	99.2	30.5	40.7	28.8	69.5
	8	59	100	45.8	35.6	18.6	54.2
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	59	100	23.2	60.7	16.1	76.8
	7	127	99.2	26.2	41.8	32	73.8
	8	59	98.3	31.5	37	31.5	68.5

Abbreviations for Missing Data

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N/R–Not Reported

I/S–Insufficient Sample

## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	74	98.7	25	63.2	11.8	75
	7	125	100	28	44.1	28	72
	8	60	98.3	27.8	38.9	33.3	72.2
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	66	100	35.6	35.6	28.8	64.4
	7	125	99.2	30.8	30.8	38.3	69.2
	8	59	98.3	17.5	38.6	43.9	82.5
Writing							
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	144	95.8	34.4	48.4	17.2	65.6
	7	126	99.2	31.1	52.1	16.8	68.9
	8	120	98.3	32.7	51.3	15.9	67.3
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	117	99.2	32.1	45.5	22.3	67.9

Abbreviations for Missing Data

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N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample